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ABSTRACT

The role of the Catholic school educator is to "help each student become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibilities of an adult member of society." The potential referred to includes mental, physical, psychological, and spiritual growth. This resource and planning guide for integrating Catholic social teaching into the curriculum is a tool for elementary school teachers to use to achieve this goal by systematically and intentionally forming students who will assist with building "God's kingdom." In this guide, for grades K-8, Catholic faculty share their experiences, ideas, and materials with colleagues around the country. The guide will assist faculty to integrate effectively Catholic social teachings into the curriculum. It suggests tools to evaluate the living-out of these teachings. The guide emphasizes the following seven Catholic social teaching themes: (1) life and dignity of the human person; (2) a call to family, community, and participation; (3) rights and responsibilities of the human person; (4) an option for the poor and vulnerable; (5) dignity of work and the rights of workers; (6) solidarity of the human family; and (7) care for God's creation. Appendixes include selected resources in Catholic social teaching for elementary and secondary education, and a list of members of the Task Force on Catholic Social Teaching and Catholic Education. (BT)

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From the Ground Up

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2

From the Ground Up

Teaching Catholic Social Principles in Elementary Schools

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National Catholic Educational Association
Published in collaboration with the United States Catholic Conference

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Table of Contents

iii **Preface**

v **Introduction**

vii **Faculty Preparation Process**

1 **Planning Guide for Implementing Catholic Social Teaching**

65 **Appendices**

A. Selected Resources in Catholic Social Teaching for Elementary and Secondary Education.....65

B. Members of the Task Force on Catholic Social Teaching and Catholic Education.....71

C. Order form for Sharing Catholic Social Teaching: Challenges and Directions.....74

D. Order form for *Momentum*, August/September 1997 issue on "Human Dignity, True Community: Catholic Social Teaching".....75

Preface

The distinct role of the Catholic school educator is to "help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibilities of an adult member of society."[1] The potential referred to includes mental, physical, psychological, and spiritual growth. This resource and planning guide for integrating Catholic social teaching into the curriculum is a tool with which elementary school teachers can achieve this goal by systematically and intentionally forming students who will assist with building God's kingdom. Building a just and peaceful society is at the heart of spirituality. Catholic school educators strive to develop this spirituality in their students.

The resource and planning guide was developed by members of the Elementary and Secondary Schools Subgroup of the Task Force on Catholic Social Teaching and Catholic Education of the United States Catholic Conference: John T. Butler; Kathleen Burgoyne Carlisle; William Davis, OSFS; Joan Hart, SSND; Regina Haney; Anne McGreevy, OSB; Elizabeth Meegan, OP; and Joan Rosenhauer. These Catholic school educators then invited practitioners from Our Lady of Good Counsel School in Vienna, Virginia, to concertize their ideas. The core committee members of the faculty were Nancy Krambuhl; Deborah Gaillard; Sister Mary Therese Egan, OSB; and Sister Anne McGeevy, OSB. They motivated and led the entire faculty to compile outcomes and activities to illustrate the seven Catholic social teaching themes:

- Life and Dignity of the Human Person
- Call to Family, Community, and Participation
- Rights and Responsibilities of the Human Person
- Option for the Poor and Vulnerable
- Dignity of Work and the Rights of Workers
- Solidarity of the Human Family
- Care for God's Creation

Herein, faculty proudly share their experiences, ideas, and materials with colleagues around the country. Although many of the resources they used have been cited, others, as with so many teachers' bags of resources, cannot be traced back to the originators.

The following comment from one member of the faculty core committee expresses our hope for all those who use this guide: "I'm now more committed to change myself and my students to be more responsible for bringing about justice and peace."

[1] The Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, Washington, DC, United States Catholic Conference, 1988, Section 100, p. 52.

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Introduction

Over the past several decades, Catholic educators in the United States have responded in a variety of ways to the increasingly urgent calls of the church to make its social teaching integral to Catholic education at every level. While this present effort acknowledges what has already been done, the changing needs in society and in our students convince us that this task is never completed. More and more, it is apparent that the social teaching of the church has not been heard by most of the 60 million Catholics in the United States. When heard, it has been assented to and embraced by only a relatively small number. This assessment is made both to affirm what has been done and to enlist the participation of all those in the ministry of Catholic education in a renewed effort to bring Catholic social teaching into the heart of Catholic education.

In order to achieve this, the U.S. Catholic Conference of bishops convened a Task Force on Catholic Social Teaching and Catholic Education in 1995, with Archbishop John Roach as the chair. The task force was comprised of representatives from all areas of Catholic education and formation. Their task was twofold. They first assessed how well Catholic social teaching had been integrated into Catholic education. Then they proposed strategies for a renewed effort to do this more intentionally and effectively. The task force's findings and recommendations were presented to the bishops in November 1997 and were endorsed in their June 1998 statement.

The curriculum planning process presented in this guide for Catholic elementary schools is part of the work of the task force. Hopefully, it will stimulate creativity and enthusiasm in the implementation of the social mission of the church.

Integral to this process is the bishops' statement, *Sharing Catholic Social Teaching: Challenges and Directions* (Appendix C). This document, along with other materials, is required reading for those involved in the development of teacher guides and student outcomes.

The purpose of this process is to enable the faculty and students to better know, understand, and live the concepts and principles that enliven the seven themes of Catholic social teaching. These principles and concepts are not just abstract theories and ideas to be memorized by those who are impacted by the model process. Rather, these theories are a framework for action that will take Catholic social teaching into the marketplace, the public square, family life, and all community life.

In summary, this resource will assist faculty effectively to integrate Catholic social teaching into the curriculum and will suggest tools with which to evaluate the living-out of these teachings.

Faculty Preparation Process

If Catholic social teaching is to be more fully integrated into the elementary school curriculum, administrators and faculty must share this vision and specify how it will occur. This requires prayer, discernment, and a good amount of planning. We know too that effective implementation of any initiative requires ownership from all who must play a part in the endeavor. Such is the case with this effort to prepare, design, and facilitate a process for integrating Catholic social teaching into the curriculum. In fact, we believe the involvement of the entire school community in the development of outcomes and a curriculum guide is as important as the product. To ensure this involvement, the following eight steps are recommended.

1. **Develop a core committee.**
   Once the decision has been made to begin this process, a core committee should be selected from the faculty. The role of this committee is to design and facilitate the process for integrating Catholic social teaching into the curriculum. The core committee should be representative of each elementary school grade level and may also include parents and students.

2. **Study the bishops' statement and key documents on the Catholic Church's social teaching.**
   The core committee begins by reviewing the Catholic Church's rich tradition of social teaching. The bishops' statement, *Sharing Catholic Social Teaching: Challenges and Directions* (Appendix C), will serve as a pivotal document, along with other materials and resources that relate to the church's social teaching, such as those listed in Appendix A. Along with reading documents and materials that clarify Catholic social teaching, the core committee will benefit from ongoing prayer, dialogue, and discernment on how they are called to live out the central themes noted in the bishops' statement.

3. **Design a process for the full involvement of the school community.**
   Following the review and initial dialogue on the central themes, the core committee designs a process to help faculty, staff, and parents become more knowledgeable of Catholic social teaching. In addition to a list of selected readings, the core committee may develop presentations, discussions, and sharing groups to help faculty, staff, and parents become better acquainted with the bishops' statement and, specifically, the central themes highlighted in the document.

4. **Assess the level of attention the school currently gives to Catholic social teaching.**
   Once the review has been initiated with the broader community, the core committee begins the fourth step in the preparation phase—assessing how the school currently integrates Catholic social teaching into the curriculum and how students live out their understanding of key themes. At the time of this publication, the elementary school

subgroup had not identified a tool that could be recommended for this assessment. The subgroup did review the Assessment of Catholic Religious Education (ACRE), published by the National Catholic Educational Association, which is currently used by some schools to determine general knowledge and understanding of the Catholic faith. The subgroup noted that some modification is required before this survey instrument can be used effectively to assess students' knowledge of and attitudes toward Catholic social teaching.

While an assessment instrument could be developed by the core committee to study how well the school has integrated Catholic social teaching into the curriculum, we suggest that the committee focus its efforts on developing outcomes and the curriculum guide. We believe that these guides will help the entire school community become more intentional about presenting the church's social teaching and will provide the tool to measure results in the future.

A subjective assessment also may be conducted by the committee as a way of preparing participants for the next step, that of visioning. The committee invites the faculty to assess the school's current ability to address the church's social teaching, possibly during the discussion and sharing sessions of step three.

5. **Develop a shared vision or portrait of the ideal student at graduation.**
The noted author of *Seven Habits of Highly Effective People*, Stephen R. Covey, brought renewed attention to the old adage "begin with the end in mind." When we first envision the ideal, he reminds us, we tap into our fundamental values and internal guidance system, thus ensuring that we clearly understand and are focused on our destination.

The development of a shared vision begins the planning segment of the process. The core committee can facilitate this by inviting either the faculty or the entire staff to brainstorm and articulate characteristics of the ideal student who has fully embraced the church's social teaching. Participants will find it extremely energizing to see their portrait of the ideal student emerge from their collective brainstorming.

Developing a shared vision of what the faculty and staff want the students to look like and how they want them to act by the time they graduate from the school is essential. This exercise will center the attention of the entire school community on this goal.

6. **Identify the learning outcomes for achieving this vision.**
With a shared vision of the ideal student as a point of reference, the next step in the planning process is to develop the outcomes and curriculum guide. The core committee may want to develop a model as a continuing educational guide for the faculty. Through this exercise committee members will become acquainted with the actual task of a) developing outcome statements for each of the key themes noted in the bishops' statement, b) identifying the gospel values that the outcomes clarify, c) identifying how the outcomes will be measured, and d) developing assessment activities that can be included in the curriculum.

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A worksheet entitled "Planning Guide for Implementing Catholic Social Teaching" can be found on page 1, followed by models for each of the themes for grades K-8. These have been included to provide a framework as well as ideas and examples for constructing the guide. Once the core committee members have completed the preparation process, they can begin identifying outcomes and activities for the school. Since the composition of the core committee is representative of the entire faculty, we suggest that appropriate committee members take responsibility for facilitating the outcomes project at each grade level. Their role would be to convene a work group to develop an outcomes and activity sheet for each of the seven themes of Catholic social teaching.

7. **Consolidate worksheets and publish outcome and activity guide.**
   As subgroups complete their worksheets, the core committee reviews and consolidates sheets and compiles the guide. The review should eliminate redundancy and ensure that the outcome, rationale, behavioral objectives, and assessment activities are clear, age appropriate, and consistent with the Catholic social teaching themes specified. The draft can then be disseminated back to the various grade-level work groups for comments before completing a final edit and publication.

8. **Implement, mentor, assess outcomes, and celebrate.**
   With the completion of the outcome and activity guide, implementation can begin in earnest. The process of involving all of the faculty in the development of the guide may encourage early initiatives on the part of many. The guide, once developed, will serve as a tangible resource for curriculum planning. More important, the guide provides the means to help the faculty assess their progress toward developing the ideal students they envision.

   The core committee, having completed the important task of designing and facilitating the development of the guide, may wish to reconvene semi-annually to evaluate the school's progress, to facilitate periodic dialogue, and to celebrate the school's accomplishments in integrating Catholic social teaching into the curriculum.

Conclusion

What follows are samples to assist teachers to design/craft outcomes, objectives, and activities to use in their particular classrooms. They are not comprehensive, but offer the ideas of one group of educators. While the process to create them is invaluable, we realize that some may not have the opportunity to create classroom lesson guides from scratch. Therefore, we encourage these educators to use the samples as they are. However, there is no circumventing the faculty's experience of reading, reflecting, and discussing the bishops' document, since commitment to and living out of Catholic social teaching is caught, not taught.

Planning Guide

for Implementing Catholic Social Teaching

This sample describes each section of the teaching models that follow.

Theme: The guide includes the seven themes from the bishops' statement *Sharing Catholic Social Teaching: Challenges and Directions*.

Grade: Each page addresses a different theme for a specific grade level from K-8.

Outcomes Statement: This section states the specific objective to be attained as a result of the process.

Rationale: The gospel value that the student will understand and act upon is stated.

Student Behavioral Objectives: The behavioral objectives provide the means for assessing the outcomes of the process.

Sample Activities: The sample activities suggest specific learning activities that may be used to accomplish the behavioral objectives.

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Theme: Life and Dignity of the Human Person

Grade: K

Outcomes Statement: The child knows that that every person is loved by God and deserves to be treated with kindness.

Rationale: Jesus taught us to love others as he loves us.

Student Behavioral Objectives:

- Child chooses to share possessions with others.
- Child willingly chooses to help others.
- Child prays for someone who is sick or having a hard time.

Sample Activities:

- Read and discuss the book *The Rainbow Fish* by Marcus Pfister, a story about a fish who learns the loneliness of being selfish and the good feeling of sharing possessions with others. (plant the idea)
- Children bring to classroom possessions from home to display for "the letter of the week," for example, one week children bring in objects beginning with the letter "B." They are encouraged to play with these objects and share with others ... are they willing to do this? (observations)
- Child actively helps classmate a) find a page, b) build a puzzle, c) zip a coat, d) tie a shoe. (actions)
- Child plays with someone who doesn't have a friend.

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Theme: Call to Family, Community, and Participation

Grade: K

Outcomes Statement: The child is aware that he/she has a responsibility to participate in his/her family.

Rationale: For a child to move gradually into a life of Christian service, he/she should have an increasing awareness of family and its relation to the community.

Student Behavioral Objectives:

- Child recognizes that he/she is a member of a family.
- Child discusses his/her jobs as a responsible member of a family.

Sample Activities:

- Child draws a picture of his/her family.
- During Lent, child will do one good deed for his/her family.
- Children can make a list on chart paper of: I CAN HELP MY FAMILY by brainstorming ideas, then illustrating pictures of the different tasks.
- Read a book such as *No Nap* by Eve Bunting about how a child's refusal to take a nap affects the entire family. Children can act out a more peaceful way to behave.

Theme: Rights and Responsibilities of the Human Person

Grade: K

Outcomes Statement: The child is willing to work with others, to cooperate and share.

Rationale: Christians are called to treat each other and resolve their conflicts in ways consistent with Jesus' teaching and example.

Student Behavioral Objectives:

- Child cooperates in large group situation.
- Child participates in songs and activities.
- Child's activity in special events spills over to the classroom.

Sample Activities:

- At Thanksgiving time, discuss the way the pilgrims and Native Americans worked together, shared knowledge, and made their community a better place to live.
  - Put on a dramatic play with costumes and songs about this event.
  - Share food (popcorn and carrots) to reenact the concept of giving thanks.
  - Share this production with friends and family.

Theme: Option for the Poor and Vulnerable

Grade: K

Outcomes Statement: The child becomes aware that some children are poor and that we should try to help them.

Rationale: Christians are called to respond to the needs of the least of Christ's people, especially the poor and needy.

Student Behavioral Objectives:

- Child communicates through pictures and words with a group of children serviced by an Oblate of St. Francis DeSales' mission.
- Children are encouraged to contribute personally to the poor and needy.

Sample Activities:

- Children make Christmas cards to send to a group of children served by a mission in another country.
- Children send correspondence to these children throughout the school year, especially at holiday times.
- Children try to exchange photos to compare dress, environment, etc. in order to understand differences and similarities.

Theme: Dignity of Work and the Rights of Workers

Grade: K

Outcomes Statement: The child demonstrates an appreciation for the role of work in his/her life by using and sharing God-given talents with others.

Rationale: In our uniqueness, we use our God-given talents in our service toward others. We then learn to appreciate the work of others.

Student Behavioral Objectives:

- The child recognizes how good it feels to do his/her best work.
- Children discuss how others' work helps them. (teachers, parents, doctors, police officers)

Sample Activities:

- Teachers demonstrate a mock table setting in school and then assign the setting of the family table as a homework activity. They follow up at school the next day with a discussion. (Did you need help? Was it fun? How did you feel? Will you do it again?)
- Teachers do a unit on community workers, and invite moms and dads into class to talk about their jobs. Encourage parents to include answers to these questions:
  - Why do they like their job?
  - What would make their job better?
  - How does their job respect the rights of the worker and the dignity of work?
- Teachers set up a dramatic play area with costumes and props for approximately three workers. Teachers ask for children's ideas and donations for other kinds of workers, and get books on these subjects to integrate with social studies.

Theme: Solidarity of the Human Family

Grade: K

Outcomes Statement: Child is aware of traditions in other cultures that are the same and different, i.e., language.

Rationale: We are one human family.

Student Behavioral Objectives:

- Child emulates a custom from another country during a holiday.
- Child understands that children in other countries have similar and different traditions (i.e., Christmas) – all Christians, no matter where they live, know the story of baby Jesus' birth.

Sample Activities:

- Discuss the story of how St. Nicholas thought people are more important than things. Be like St. Nicholas during Advent.
- Invite parents from other cultural backgrounds to share holiday traditions, compare and contrast them to ours.
- Read books about children of other religions (example: Hanukkah). We are different in our celebrations but we are all God's children.
- Use the internet for a classroom pen pal in another country.

Theme: Care for God's Creation

Grade: K

Outcomes Statement: Child learns that part of God's plan is for us to live in harmony with our classmates and nature.

Rationale: We are all called to be keepers of the earth.

Student Behavioral Objectives:

- Child knows we are responsible for taking care of creation.
- Child appreciates the world God has given.
- Child shows a caring and helpful attitude toward classmates.

Sample Activities:

- Children make a litter bag, take a walk, pick up trash.
- Children make a poster to remind parents to recycle each week.
- Children take time to be silent outdoors to hear what the birds and animals are saying.
- Children talk about water, its uses, how we can keep it clean.
- Children talk about ways we can help each other in school.

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Theme: Life and Dignity of the Human Person

Grade: 1

Outcomes Statement: Child loves and respects self and others as gifts from God.

Rationale: Jesus commanded us to "love one another even as I have loved you, and love your neighbor as yourself."

Student Behavioral Objectives:

- Child can interact peacefully with classmates.
- Child shows interest and care for newborns.
- Child understands and respects elderly.
- Child respects handicapped and disabled.
- Child learns to imitate the lives of the saints.

Sample Activities:

- Child treats classmates with respect by using good manners such as "excuse me," "may I help you," "I'm sorry."
- Newborn brothers and sisters are celebrated with cards of congratulations.
- Child learns to respect elderly by inviting grandparents to visit the classroom and share their experiences.
- Children give up cafeteria space for the monthly "senior citizen" luncheon.
- Child learns the stories of the saints (during November).
- Child learns and understands "sign of peace."
- Child makes an "All About Me Booklet."
- Child learns to lead and teach with simple games, e.g., "Simon Says."

Books Used:

Book of Saints
Pierre, A Cautionary Tale by Maraca Sendat
Bet You Can't by Penny Dale
Do Like Kyla by Angela Johnson
How to Lose All Your Friends by Nancy Carlson
Jamaica's Blue Marker by Mary Hoffman

Theme: Call to Family, Community, and Participation

Grade: 1

Outcomes Statement: Child understands that he/she is an important working member of his/her family, school, parish, and community.

Rationale: We are called to participate and contribute to the well-being of our families, parishes, and communities.

Student Behavioral Objectives:

- Child learns about the family unit, neighborhood, parish, school, community, etc.
- Child is able to model positive behaviors when participating with others in different groups.
- Child learns that participation in society is important

Sample Activities:

- Children draw pictures of family, i.e., family tree, family banner.
- Children bring photos of family to classroom to share with the class.
- Children celebrate Grandparent's Day, Family Open House, or class party at school (with child demonstrating appropriate behaviors).
- Community workers can come to the classroom to discuss concerns, e.g., police officer.
- Children participate in a parish event (school auction).
- Children participate in a canned food drive or Christmas "Giving Tree."
- Children pray for families in crisis.
- Children discuss what they would tell the president about hungry people in our country.

Books Used:

The Giving Tree by Shel Silvestein
The Wednesday Surprise by Eve Bunting
Knots on the Counting Rope by Bill Martin, Jr. and John Archambault
What's in Aunt Mary's Room? By Elizabeth Howard
Amazing Grace by Mary Hoffman

Theme: Rights and Responsibilities of the Human Person

Grade: 1

Outcomes Statement: The child is willing to work hard individually and as a member of a group with tolerance and respect toward others.

Rationale: The church asks that we all work individually and together to create a harmonious group setting with tolerance and respect for all.

Student Behavioral Objectives:

- Child takes responsibility for his/her own area and possessions.
- Child understands his/her role in helping to make a harmonious class.
- Child reacts to others with tolerance and respect.

Sample Activities:

- Child readily tidies his/her own area in the classroom.
- Child adjusts to the large group setting by obeying class rules (raising hand, waiting in turn, not interrupting).
- Child listens politely during Oral Sharing and asks pertinent questions.
- Child is assigned or chooses work partners and is able to cooperate together on a task.
- Children can dramatize situations that require respecting others' rights. Gospel stories can be a basis for this.
- Child can pray for others.

Books Used:

Bet You Can't by Penny Dale
Do Like Kyla by Angela Johnson
How to Lose All Your Friends by Nancy Carlson

Theme: Option for the Poor and Vulnerable

Grade: 1

Outcomes Statement: Children reach out to children who have less than they have.

Rationale: God blesses those who come to the aid of the poor.
Love for the poor is an integral part of living a true Christian life.

Student Behavioral Objectives: Children experience the "joy of giving."

Sample Activities:

- Children bring canned goods which they have bought for the poor with their own allowance.
- Children purchase (at least contribute to) a gift for the "Giving Tree" project at Christmas.
- Children save and wrap pennies to send to the missions.
- Children correspond with an inner-city Catholic school.
- Children make "goodie" bags for the homeless or make valentines and take them downtown to the homeless.

Theme: Dignity of Work and the Rights of Workers

Grade: 1

Outcomes Statement: All aspects of a good life involve work.

Rationale: Work is positive and something to be proud of.
Everyone should be able to provide for his/her life and that of his/her family as well as serve the community.

Student Behavioral Objectives:

- Child understands that work is a positive activity.
- Child proudly accomplishes his/her classroom and at-home work.
- Child respects work parents do to provide them with food, shelter, clothing.

Sample Activities:

- Special person program allows child to lead lines, wash board, hand out papers, etc. - experience the pride of work.
- Children clean out desks weekly, clean floor daily.
- Children discuss their responsibilities (jobs) at home.
- Children learn and share what kind of work their parents and grandparents do.
- Children invite parents of different professions, as well as priests and religious, to come and talk about their work.
- Children recognize school workers with signs of appreciation - cards, banners, etc.

Books Used: *The Little Red Hen* (such as the version for ages 4-8 by Paul Galdone)
A book on St. Joseph

Theme: Solidarity of the Human Family

Grade: 1

Outcomes Statement: Child is aware of responsibilities to others throughout the world.

Rationale: In a linked and limited world, our responsibilities to one another cross national and other boundaries.

Student Behavioral Objectives:

- Discuss conditions and needs of the communities in the world.
- Include the needs of the world in daily prayer.
- Recognize the good deeds that others do

Sample Activities:

- As children learn about needs of others in the world, start a prayer committee responsible for writing simple prayers for these people to incorporate into class prayer.
- Families work together to look for news events in which someone in the world took responsibility for others. Discuss the good acts and their importance.
- Construct a chain of good deeds to show what we do for others.

Theme: Care for God's Creation

Grade: 1

Outcomes Statement: Children learn that God wants us to take care of all of God's creation.

Rationale: God entrusted us to be caretakers of the created world and to preserve its beauty.

Student Behavioral Objectives: Child learns to live in peace with all peoples and the earth.

Sample Activities:

- Children take a seasonal walk and appreciate all the beauties of the world.
- Children celebrate Earth Day.
- Children make bird feeders.
- Children recycle every day.
- Children learn not to waste food in lunch box.
- Children learn to take care of crayons, pencils, and paper.

Theme: Life and Dignity of the Human Person

Grade: 2

Outcomes Statement: Child acknowledges and respects the good qualities and talents of others.

Rationale: Because all persons are created by God, we are called to respect and value the uniqueness of ourselves and others.

Student Behavioral Objectives:

- Children recognize and appreciate the talents and good qualities of themselves and others.
- Children treat one another with respect and kindness in the classroom and on the playground.

Sample Activities:

- Children read *Worst School Year Ever* in the beginning of the year.
- Children develop positive comment sheets describing the good qualities of students.
- Children make Communion dolls to represent talents, interests, and uniqueness of students.
- Children make thank you notes for someone who serves at school; list their talents.
- Children role play, treating each other with respect in various situations.

Theme: Call to Family, Community, and Participation

Grade: 2

Outcomes Statement: Children learn that we are called to contribute to society.

Rationale: For a child to move gradually into a life of Christian service, he/she should have an increasing awareness of the importance of participating in family and community life.

Student Behavioral Objectives:

- Children participate in family responsibilities.
- Children can share with class how much their family means to them and their role in the family.
- Children attend and participate in family activities in the community and parish.

Sample Activities:

- In the Family Life Curriculum, children will make posters using popsicle sticks to represent individual members of the family.
- Children will feature their families on a VIP bulletin board.
- Children produce a simple newsletter in which each child tells stories about his/her family.
- Students write thank you notes to someone in the family who has done something special for them.
- Children send an Easter card to those who are being received into the church during the Easter Vigil.
- Children discuss why it is important to vote.

Theme: Rights and Responsibilities of the Human Person

Grade: 2

Outcomes Statement: Children can understand the term "human rights" and the responsibilities that go along with these rights.

Rationale: Christians are called to treat each other (and resolve conflicts) in ways consistent with Jesus' teaching and example.

Student Behavioral Objectives:

- Students accept all children on an equal basis and forgive others when the need arises.
- Children use bible readings to demonstrate how Jesus accepted and forgave others.

Sample Activities:

- Children make a mural "Jesus Forgives," showing stories about Jesus' life when he forgave people.
- Children name or make a list of people and saints who show what it means to be loving and peaceful.
- Children make a list of ways they contribute – their responsibilities at home and at school.
- Children demonstrate forgiveness by making a class book, "Forgiving One Another."
- Children read and dramatize the story of the Prodigal Son.
- Children make friends with children who have been left out.
- During Thanksgiving activities, children discuss why people have a right to food.

Theme: Option for the Poor and Vulnerable

Grade: 2

Outcomes Statement: Students are aware of the need to share personal resources with the poor and needy.

Rationale: Christians are called to respond to the needs of the least of Christ's people, especially the poor and needy.

Student Behavioral Objectives:

- Children can demonstrate sharing by giving from what they have to programs for helping the poor.
- Children use bible stories to recognize the needs of the poor, sick, and lonely.
- Children remember the poor and vulnerable in prayers.

Sample Activities:

- Children make a collage showing how Christians say "Yes" to God (magazine pictures of people helping others, caring, showing kindness).
- Children participate in food drives for soup kitchens or homeless shelters.
- Children can buy gifts for the "Giving Tree" with their own money.
- Children read and dramatize story of the Wedding Feast at Cana, the Loaves and Fishes, Mary's Visit to Elizabeth, etc. to demonstrate Jesus' example of sharing with the needy.
- Children remember the poor and needy in Mass petitions and daily prayers.

Theme: Dignity of Work and the Rights of Workers

Grade: 2

Outcomes Statement: Child can understand how work affects us in a positive way and is an expression of our human self-worth.

Rationale: All people should put their best effort into their work and accept and appreciate the work of others.

Student Behavioral Objectives:

- Children should learn to do their best work in school, even if grades are not involved or awards are not given.
- Children will become aware of the diversity of career choices and have an open mind about all of them.
- Children will show responsibility in performing classroom tasks.

Sample Activities:

- Teachers use ungraded assignments occasionally to teach the value of performing for self-worth instead of grades, (e.g., science projects, book reports).
- Teachers have parents or guest speakers come and talk about a variety of jobs or careers.
- Teachers use a job chart to assign classroom tasks on a rotating basis.

Theme: Solidarity of the Human Family

Grade: 2

Outcomes Statement: Students will be led to an understanding and acceptance of all people through awareness of other customs and cultures.

Rationale: God's plan is for us to live in harmony with all people, cultures, and customs.

Student Behavioral Objectives:

- Children learn that Christmas is a holiday common to many but expressed differently through various customs.
- Children will demonstrate good attitudes toward others and promote peace by learning customs and traditions of our neighboring countries.

Sample Activities:

- Children can acknowledge Christmas activities from cultures around the world through their writing, poetry, art, etc.
- Children will study Mexico, Central America, and Canada to learn the customs and traditions of our neighboring countries.
- Children create a bulletin board: Trace and cut out hands from construction paper, glue photos of people of other races and ethnic groups on the hands, join the hands as a way of linking together all people of the world.

Theme: Care for God's Creation

Grade: 2

Outcomes Statement: Children learn that God wants us to take care of his creation.

Rationale: God gave us our beautiful world and wants us to care for it.

Student Behavioral Objectives:

- Children understand our role as human beings who were put here to care for God's creation.
- Children use their level of power with kindness and respect for all of God's creation.

Sample Activities:

Activity:
"The Ladder of Life"
Cut and glue pieces of rope/yarn to paper in the fashion of a ladder.
bottom rung: draw plant life
next rung: animal sticker
next rung: draw people
next rung: glue confetti angels
top rung: write God

Materials:
Bible story of creation
Paper, used vertically; yarn; pencils; crayons; glue; stickers of different wildlife; confetti; angels

Method:
Read and discuss the story of creation emphasizing the level of responsibility that humans have as caretakers of all God's creation. Discuss levels of life-forms and their purpose.

Theme: Life and Dignity of the Human Person

Grade: 3

Outcomes Statement: Students can relate to others with respect.

Rationale: Every human person is created by God and is therefore valuable and worthy of our respect.

Student Behavioral Objectives:

- Children listen carefully to another person.
- Children actively seek to understand the attitudes and opinions of others.
- Children disagree with others and still respect them.

Sample Activities:

- Children work to develop good listening habits such as raising hands, not speaking when others are speaking, waiting for their turn.
- Through parent and teacher modeling, children learn to ask questions to find out more rather than shut out opinions that differ from their own.
- Children use graphing activities to illustrate diverse opinions.

Theme: Call to Family, Community, and Participation

Grade: 3

Outcomes Statement: Student recognizes the importance of and is committed to exercising responsible membership in family and community.

Rationale: For a child to move gradually into a life of Christian service, he/she should have an increasing awareness of family and its relationship to the community.

Student Behavioral Objectives:

- Students identify characteristics of families and communities.
- Students participate in family responsibilities.
- Students identify responsibilities of various community helpers.
- Students can explain the importance of participation in community.

Sample Activities:

- Teachers involve the parents in a program of recognizing their children's input in the family. This could be done by writing letters or cards, thanking children for doing their chores, having bright smiles, portraying friendship.
- Teachers set up job charts with school tasks on one side and home tasks on the other side. Students will use the charts to do a self check.
- Students arrange with the police/fire department or postal service to make posters in support of community awareness. These can be used to aid in community education.
- Students and parents are made aware of community, church, and school service and advocacy events. They are encouraged to participate. Teacher participation will demonstrate the importance to children.
- Students discuss why it is important to vote and write sample letters to the president about hungry people in our country.

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Theme: Rights and Responsibilities of the Human Person

Grade: 3

Outcomes Statement: Students understand what is included in the term "human rights" and know what responsibilities go along with them.

Rationale: The basic rights of humans include the rights to freedom of conscience and religious liberty, to raise a family, to immigrate, to live free from unfair discrimination, and to have earthly goods sufficient for oneself and one's family.

Student Behavioral Objectives:

- Children have the ability to express an understanding of the term "human rights."
- Children have the ability to follow rules and demonstrate understanding of the importance of respecting human rights.
- Children can relate the ten commandments and the "golden rule" to the rights of others.

Sample Activities:

- Three-step activity:
  1. Students begin by listing human rights and discussing commandments and actions of Christ.
  2. They draw posters showing people following God's law in action today.
  3. They act out each right with present-day situations.
- Children keep a "Book of Rights" which lists classroom, community, and world rights.
- Children record instances when they see someone taking responsibility for the rights of others.
- Teachers tie in with social studies and our Bill of Rights.

Theme: Option for the Poor and Vulnerable

Grade: 3

Outcomes Statement: The student is committed to sharing personal resources to help the poor.

Rationale: The church appeals to everyone to recognize a special obligation to the poor and vulnerable: to defend and promote their dignity, and to ensure that they can fully participate in society.

Student Behavioral Objectives:

- Child recognizes needs of the poor in his/her prayers.
- Child speaks respectfully of the poor and does not look down on them.

Sample Activities:

- A schoolwide program is initiated for giving lunches to the poor (a local shelter). Grade level assignments are:
  - 7-8 research and set up.
  - 4-6 prepare food.
  - K-3 decorate bags and fill with napkin.
  - 7-8 follow up with reports of the groups receiving the food.
- Children work with parish related mission group such as the Oblates of St Francis DeSales Mission in Africa.
- Children bring in the money that they would have spent for candy and give it to the priest to take to his mission. Possibly have a follow-up to see the results of their good deeds.

Theme: Dignity of Work and the Rights of Workers

Grade: 3

Outcomes Statement: Students put their best efforts into their work.

Rationale: Work is more than a way to make a living. It is an expression of our dignity and a form of continuing participation in God's creation.

Student Behavioral Objectives:

- Students complete work in a timely manner.
- Students take care of supplies, etc.
- Students participate in all facets of the school day.
- Students relate their school day to the work day of their parents.

Sample Activities:

- Students are taught to see school as their job for the present and that they are responsible to complete their assignments.
- Students are encouraged to take care of supplies, keep desks neat, and come prepared for class.
- In order to demonstrate the value that is placed on their role in the classroom, student participation should be rewarded.
- Students conduct classroom discussions to relate the importance of parents' work to the importance of students' work.

Theme: Solidarity of the Human Family

Grade: 3

Outcomes Statement: The student understands the commitment to the common good and is committed to work for world peace.

Rationale: Violent conflict and the violation of the dignity and rights of people anywhere on the globe diminish each of us. Solidarity expresses the church's concern for world peace, global development, environment, and international human rights.

Student Behavioral Objectives:

- Students include peace in their writings (poems, essays).
- Students participate in activities that support world peace.
- Students use peace-making techniques in the treatment of classmates and friends.

Sample Activities:

- Children write peace poems to be published in the school paper to share with others.
- Children role play and acknowledge peace-building activities in the classroom.
- Children start pen pal activities with people throughout the world to learn customs and traditions that promote good attitudes towards others and therefore promote peace.
- Children make peace posters showing how we can help others.
- Children compare the needs of cultures other than their own.
- Children write prayers for peace.

Theme: Care for God's Creation

Grade: 3

Outcomes Statement: Children learn that God wants us to take care of all of his creation.

Rationale: God entrusted us to take care of the earth.

Student Behavioral Objectives:

- Students follow the example of St. Francis of Assisi by appreciating and respecting the animal kingdom.
- Students show their thankfulness for the many gifts of God's creation.

Sample Activities:

- Study and give reports on the five classes of animals.
- On the Feast of St. Francis, October 4, have a Blessing of the Animals.
- At Thanksgiving, students name gifts, tell why these gifts are important, and draw pictures for display to remind others.

Theme: Life and Dignity of the Human Person

Grade: 4

Outcomes Statement: Students act responsibly to help others and defend the basic rights of others.

Rationale: Children realize that respect is necessary for every person because we find Jesus in him/her.

Student Behavioral Objectives:

- Students celebrate that we are made in the image and likeness of God by treating others fairly in daily situations and by using current events to promote human dignity.
- Students promote positive relationships within the classroom.

Sample Activities:

- Children listen attentively while students are giving oral presentations.
- Children study historical as well as current events in light of whether human dignity was helped or hampered.
- Children act out historical situations, taking various sides.
- Children have a "mystery person" and write positive notes to him/her.
- Children have a daily goal to say or do one positive thing for a classmate.
- The children discuss/write about the dignity and value of homeless persons.

Theme: Call to Family, Community, and Participation

Grade: 4

Outcomes Statement: Students recognize importance of and are committed to membership in family and community.

Rationale: For a child to move gradually into a life of Christian service, he/she should have an increasing awareness of the importance of participating in family and community life.

Student Behavioral Objectives:

- Children identify family responsibilities.
- Children identify the varied cultures and the contributions that they make.
- Children celebrate their cultural and ethnic heritage.
- Children identify community service organizations.

Sample Activities:

- Students draw a picture of their family and list joys and responsibilities of each member.
- Students discuss the role of each child in the family – first, middle, and youngest.
- Students draw a "family shield" that shows family background and integration of their culture with others.
- Students are made aware of organizations active in the community.
- Teachers bring in speakers who can discuss with children how they are active in community services and how children can become more involved.
- Students respond to community needs: Giving Tree, Rice Bowl, food drives, clothing drives.
- Students participate in a mock election and discuss the importance of voting.
- Students write to a legislator about an issue affecting the poor and vulnerable.

81

Theme: Rights and Responsibilities of the Human Person

Grade: 4

Outcomes Statement: Students understand the basic concept of human rights.

Rationale: We understand that we are to care for all living things and respect rights of others.

Student Behavioral Objectives:

- Students become aware of others' needs.
- Students act for the benefit of others.

Sample Activities:

- Students read literature in which human rights are addressed and discuss their reactions to these situations.
- Students write their own stories, plays, etc. where issues need to be resolved.
- Students use encyclopedias and the internet to search for people who have defended human rights.
- Students set up debate groups which address social issues.
- In social studies, students discuss Bill of Rights.
- Students discuss current events which demonstrate human rights and responsibilities.

Theme: Option for the Poor and Vulnerable

Grade: 4

Outcomes Statement: Students participate in service and advocacy projects to help persons who are less fortunate.

Rationale: We follow Jesus' Great Commandment by loving others as we love ourselves and by sharing our resources with others.

Student Behavioral Objectives:

- Students identify service groups that help the poor.
- Students look for published articles that promote identifying and helping the poor.

Sample Activities:

- Children look for newspaper/magazine articles supporting legislation that benefits the poor.
- Children contribute non-perishables to community "pantry."
- Children collect used toys, clothing for Goodwill and other community organizations.

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Theme: Dignity of Work and the Rights of Workers

Grade: 4

Outcomes Statement: Students exercise responsibility for the gifts and talents God has given them.

Rationale: Work is more than a way to make a living. It is an expression of our dignity and a form of continuing participation in God's creation.

Student Behavioral Objectives:

- Children become aware that all jobs are worthy of respect.
- Children identify various career choices and opportunities.

Sample Activities:

- Students study different kinds of volunteer opportunities, i.e., hospital, school, church, sick and elderly.
- Students study occupations that serve the common good, i.e., nurses, policemen, firemen, waiter, janitor.
- Students study how people who group together because of a common job can help one another.

Theme:	Solidarity of the Human Family
Grade:	4
Outcomes Statement:	Students are aware of responsibilities to others around the earth.
Rationale:	God's plan is for us to live in harmony with all people, cultures, and customs.
Student Behavioral Objectives:	• Students recognize how we can be involved in helping to alleviate world problems such as hunger, poverty, disease.
Sample Activities:	• Students read books written about children from the third world. • Students search for articles on people who are peacemakers. • Students research Bread for the World activities on the internet and discuss ways to support hunger relief (http://www.bread.org).

Theme: Care for God's Creation

Grade: 4

Outcomes Statement: Children learn that God wants us to take care of all of his creation.

Rationale: God entrusted us to be caretakers of the created world and to preserve it.

Student Behavioral Objectives: To become aware and understand the importance of conserving the resources God created.

Sample Activities:

- Read *The Dreamer* by Cynthia Rylant.
- Brainstorm as a class things God has created that have importance.
- Discuss how we feel when our possessions or feelings are hurt or destroyed. Discuss why it is important not to hurt or destroy God's creations.
- Each child chooses one of God's creations from the brainstorming list, then writes a paragraph explaining why it is important and what we can do to ensure its safety, and draws a picture to accompany it.
- Share photographs so we can see how people see importance in many of God's creations.
- Put photos together in book or make a bulletin board.
- Science: Recycle
    1. Water
    2. Paper
    3. Cans
- Social studies: Renewable/nonrenewable resources
    1. Differences between Renewable and Nonrenewable
    2. How can we conserve nonrenewable resources?
    3. Reduce–Reuse–Recycle

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Theme: Life and Dignity of the Human Person

Grade: 5

Outcomes Statement: Students help others and defend the rights of others.

Rationale: People have basic dignity and are more important than things.

Student Behavioral Objectives:

- Students list ways they can help others.
- Students exhibit support for each other: defend dignity and respect for all as children of God.

Sample Activities:

- Students recognize lack of respect for others and discuss how to change these situations.
- Students research different historic events (e.g., WWII) and examine the situations to see how human dignity was affected by civil rights violations.
- Students brainstorm, role play, prepare speeches in defense of respect for human dignity of all.
- Students visit a local Holocaust museum and discuss how the Holocaust violated the dignity of the person.
- Students brainstorm on how to peacefully resolve peer conflicts. Role play conflicts that might occur at recess and brainstorm for solutions that solve the conflict without loss of dignity.
- Students have debates that focus on opinions (defended with facts). Students discuss reactions to opinions and how opinions may be objectively right or wrong.

Theme: Call to Family, Community, and Participation

Grade: 5

Outcomes Statement: The student recognizes the importance of and is committed to exercising responsible membership in the family and community – becomes more aware of community involvement.

Rationale:
- Family is the basic unit of society.
- We have the responsibility to be involved in community, our larger family.

Student Behavioral Objectives:
- Students learn to appreciate and respect all members of the family.
- Students can recognize various social groups as "community."
- Students identify ways that young people can become involved in these communities, i.e., choir, scouts, athletics, cleanups.

Sample Activities:
- Students outline the role of family in their lives, considering what family does for them and determining their responsibilities as a member of that family.
- Students identify a community to which they belong – school, parish, neighborhood, town. This will require that students research roles that specific people have and their significance to the community.
- Students discuss ways in which they can help:
  (These could become community service projects.)
  - Shared reading (book buddies). Talk to and read with younger students in the school.
  - Write a letter to an elderly family member.
  - Organize a collection of used paper in classroom/school for recycling to help the world community.
- Students learn about a public policy issue (e.g., land mines, children's health care), express their opinions, and discuss what they would do if they were a legislator, in light of CST.
- Students discuss the issues being addressed during an election.
- Students write an essay on the importance of voting in the Catholic tradition.

Theme: Rights and Responsibilities of the Human Person

Grade: 5

Outcomes Statement: Students understand the basic concept of human rights.

Rationale: We have responsibility to one another to respect each other's rights.

Student Behavioral Objectives:

- Students identify basic human rights and responsibilities.
- Students recognize situations when responsibilities could lead to rights being denied.

Sample Activities:

- Students focus on a time in their life when they felt a lack of respect. (Emphasize that children have a basic need for respect.)
- Students assemble lists and focus on times when they treated others disrespectfully. (Goal is to open eyes to times when we've hurt others.)
- Students view short clips of well-known movies (e.g., Rosa Parks) that illustrate when persons were not treated respectfully and discuss alternative behavior.
- An "I'm sorry" box in the room allows children to anonymously leave a note expressing their regret for treating or seeing another student treated unfairly: "Sue, I was sad to see you left out on the playground."
- Students use newspapers/magazines to research situations that deny rights to others throughout the country/world and situations that preserve basic rights.

Theme: Option for the Poor and Vulnerable

Grade: 5

Outcomes Statement: Students consider the primary needs of others before their own secondary needs.

Rationale: We need to contribute from our own resources to ensure that all have the basic requirements for life with dignity.

Student Behavioral Objectives:

- Students learn to distinguish between "I want" and "I need."
- Students pray for others.
- Students become aware of the needs of others.
- Students give their time to contribute to others who are less fortunate.

Sample Activities:

- Students brainstorm wants vs. needs for specific situations.
- Students focus strictly on the poor, offer prayer and petitions during weekly liturgy and daily prayer.
- Students select current news stories that discuss needs of people and discuss needs/wants.
- Students communicate with schools that are needy and share experiences by establishing pen pals in corresponding grades.
- Students give to collections for the poor (food and clothing drives).
- Students invite missionaries to speak to the school community about supporting the poor and vulnerable.
- Students identify policies in newspapers and magazines stories that hurt or help the poor.

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Theme: Dignity of Work and the Rights of Workers

Grade: 5

Outcomes Statement: Students demonstrate appreciation of work and recognize worker's contribution to society.

Rationale:

Work is a way for us to participate in God's creation.

Student Behavioral Objectives:

- Students develop a respect toward work, especially the jobs of their parents.
- Students understand that their work is being a student.
- Students recognize and appreciate the many jobs that are essential to their community.

Sample Activities:

- Students interview an adult about his/her job with an emphasis on work ethic and social contribution.
- Students participate in "Take Your Child to Work Day" and share the meaning of parent's job and how it helps others in the community with their classmates.
- Students hold a career day at school for sharing information about parents' jobs.
- Students chart their own work day, i.e., chores and homework, and evaluate how this helps build respect for work.
- Students write a paragraph about the duties and responsibilities of various school-related jobs, i.e., secretary, principal, teacher, janitor.
- Teachers emphasize that everything we do is sanctified, recalling the motto of Francis DeSales: Do the ordinary in an extraordinary way.

Theme: Solidarity of the Human Family

Grade: 5

Outcomes Statement: The student is aware of responsibilities to others throughout the world.

Rationale: We are one people created by God and called to carry one another's burdens.

Student Behavioral Objectives:

- Students learn about world problems such as hunger, poverty, disease.
- Students recognize how they can be involved in helping to alleviate these problems.
- Students discuss how and why we get involved in helping other nations.

Sample Activities:

- Students "adopt" a child in another country.
- Students correspond with and learn about another student and his/her country.
- Students research the United States' involvement in aiding other countries in such projects as the Peace Corps, Project Hope, CARE (doctors aiding poor), Catholic Relief Services.
- At Christmas, students write to U.S. troops serving in a foreign country.
- Students adopt a mission/missionary and support with letters and/or proceeds from a fundraiser, i.e., bake sale or car wash.
- Students pray for missions around the world.
- Students write a letter to the president about a land mine ban, after researching the issue.

Theme: Care for God's Creation

Grade: 5

Outcomes Statement: Children will learn that God wants us to care for all of his creation.

Rationale: God has given us this world and we must preserve its beauty and resources.

Student Behavioral Objectives:

- Students will learn the effects of pollution on our water resources and the results if steps are not taken to preserve water.

Sample Activities:

- Students identify natural sources of water pollution.
- Students discuss ways that humans add to water pollution.
- Students research areas of the world that do not have sufficient water for basic needs.
- Students undertake a project to save water.
- Students discuss what will happen if pollution continues and how pollution affects God's creation?
- Students prepare posters, pictures and slogans showing effects of water pollution and what each of us can do to help. Place in halls.

Theme: Life and Dignity of the Human Person

Grade: 6

Outcomes Statement: The student manifests a respect for human life and dignity at every stage of development.

Rationale: Each person possesses a basic dignity that comes from God, not from any human quality or accomplishment.

Student Behavioral Objectives:

- Students identify God's teachings on human dignity in the Bible.
- Students value the experience and wisdom of elders in the community.
- Students recognize when a classmate's dignity has not been valued.

Sample Activities:

- Students spend time with elderly in the family or community through visits, interviews, correspondence.
- Students read Psalm 104 to see how God takes great enjoyment in watching creatures God brought into being.
- Students analyze classroom or playground conflicts and see ways that the conflict was resolved, and how it could have been resolved.
- Students mathematically graph human dignity vs. human accomplishment from birth to life.

(This demonstrates that human dignity is constant and accomplishments could rise and/or fall.)

Theme: Call to Family, Community, and Participation

Grade: 6

Outcomes Statement: The student is committed to taking positive steps to build up family life at home and to be a participating member of the community.

Rationale:
- The family is the basic unit where we learn and act on our values.
- We have the right and responsibility to participate in and contribute to the diverse communities in society.

Student Behavioral Objectives:
- Students promote positive values learned within families.
- Students realize that family contributes to society through participation in community (church, state).

Sample Activities:
- Students list virtues practiced by individuals, families, society.
- Students plan a family night where all members "stay in" to enjoy each other's company.
- Students pray together as a family as often as possible (Grace before Meals, Advent/Lent prayers, liturgical celebrations, etc.).
- Students and their families volunteer at soup kitchen, food or clothing drives.
- Students invite a guest speaker to share his/her organization's role in building up the community.
- Students conduct a mock election campaign focusing on such issues as welfare reform, foreign aid, emissions controls. Students then discuss why, in the Catholic tradition, it is important to vote.

Theme: Rights and Responsibilities of the Human Person

Grade: 6

Outcomes Statement: Students understand the basic concept of human rights.

Rationale: People have an obligation to respect the rights of others and to work for the common good.

Student Behavioral Objectives:

- Students learn to distinguish those things that make life truly human.
- Students review our basic rights and responsibilities.

Sample Activities:

- Students discuss necessities of human life: food, clothing, housing, health care, education, security, and employment.
- Students make a list of things they have that are needs and things that are wants.
- Students read and discuss historical documents related to human rights (Magna Carta, Bill of Rights).
- Students read and discuss how the church is addressing the needs of people.

Theme: Option for the Poor and Vulnerable

Grade: 6

Outcomes Statement: Students consider needs of others before their own secondary needs.

Rationale: As Christians, we are called to respond to the needs of all our brothers and sisters.

Student Behavioral Objectives:

- Students will give to the needy, using their own time and resources.
- Students will recognize ways that Christians aid the vulnerable.
- Students will realize that we are all poor in some ways and require assistance.

Sample Activities:

- Students contribute to school activities: "Giving Tree" at Christmas, "Adopt a School" program, food drives.
- Students research current famines in the world and join in international famine relief efforts.
- Students share ways individual families/groups have worked together to help others.
- Students view parts of the video "Romero" to see how vulnerable people can be and the ways in which Romero became their spokesperson.
- Students share a meal that simulates unequal distribution of food in the world and then observe reactions and feelings.
- Students use literature and movies to discover that human beings can be poor in nonmonetary ways.

Theme: Dignity of Work and the Rights of Workers

Grade: 6

Outcomes Statement: Students give their best at their work and make a commitment to contribute to society by means of that work.

Rationale: Work is an expression of our dignity, and people have the right to decent and productive work.

Student Behavioral Objectives:

- Children will develop a positive attitude toward work.
- Children will become more aware of differing working conditions connected to jobs, and view work at home and school as a means of participating in God's creation.

Sample Activities:

- Students brainstorm and evaluate emotions evoked by various types of work.
- Students affirm others in their work accomplishments.
- Students discuss Mother Teresa's quote: "At the moment of death we will not be judged according to the number of good deeds we have done or by the diplomas we have received in our lifetime. We will be judged according to the love we have put into our work."
- Students research laws, organizations, or groups that oversee safe working conditions.
- Students research and discuss companies that are being boycotted because of labor conditions.
- Students share talents at school via tutoring and across grade activities.

Theme: Solidarity of the Human Family

Grade: 6

Outcomes Statement: Students are committed to work for world peace and global development.

Rationale: Since we are one human family, our responsibilities to one another cross national, social, ethnic, and economic boundaries. The denial of dignity and rights to people anywhere on the globe diminishes each of us.

Student Behavioral Objectives:

- Students research countries with different racial, ethnic, and economic cultures and report findings to class.
- Students compare and contrast the problems and burdens that people from other cultures face with those we face.
- Students recognize that we are all hurt when injustice exists among our human families.

Sample Activities:

- Students discuss how they would react to, or cope with, situations faced by peoples who suffer injustice.
- Students "adopt" a school in Jamaica or another country.
- Students become pen pals with children from cultures less fortunate than ours.
- Students write a letter to the president about a land mine ban after researching the issue.

Theme: Care for God's Creation

Grade: 6

Outcomes Statement: Children learn that God wants us to take care of all of his creation.

Rationale: God entrusted us to be caretakers of the created world and to preserve it for future generations.

Student Behavioral Objectives:

- Develop understanding of actions that students can/will take to become a better steward of God's earth.

Sample Activities: Divide large piece of paper into three columns. Use magazine pictures, drawings, photos, etc. to show a condition which needs to be improved in the left column. In center column, list ways to improve it, and in right column show the result.

Litter	– Place containers for litter collection.	– Draw poster showing litter-free areas.
Paper waste	– Use less paper. – Recycle paper. – Use alternative to paper, such as blackboard, overhead projector, computer.	– Post photos of trees that are saved

Theme: Life and Dignity of the Human Person

Grade: 7

Outcomes Statement: The student tries to find positive qualities in people who are different from him/her.

Rationale: Life is a gift from God, and includes all creation.
As followers of Jesus, we are called to act compassionately.

Student Behavioral Objectives:

- Students show an understanding of the difficulties facing the physically challenged.
- Students respond to the needs of the physically challenged.

Sample Activities:

- Students share observations and feelings about persons who are physically challenged, homeless, etc.
- Students research and discuss scripture passages that show Jesus' compassion and treatment of the physically challenged.
- Students read and discuss the story of a family that adopted children who were abandoned.
- Students make arrangements to work with the handicapped in the Junior Olympics or similar programs such as noted below:
  - Challenger Baseball – an outreach of Little League providing mentally and physically challenged children the opportunity to be a member of a Little League team.
  - Eddie's Place – students are paired with mentally and physically challenged persons for Sunday afternoon activities, i.e., arts, crafts, dancing, and games.

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Theme: Call to Family, Community, and Participation

Grade: 7

Outcomes Statement: The student is committed to taking positive steps to build up family life at home and to participate in the community.

Rationale:
- The family is the basic unit where we learn and act on our values.
- We have the right and responsibility to participate in and contribute to the diverse communities in society.

Student Behavioral Objectives:
- Students discuss St. Paul's description of love.
- Students understand the "do's" and "don'ts" necessary to avoid family conflicts.

Sample Activities:
- Students read 1 Corinthians 13:4-7, set up a chart using Paul's descriptions of love, discuss the meaning of these qualities, and give a real-life example of each quality.
- Students make a list of "do's" and "don'ts" to handle family conflicts. Pairs of students invent a scenario in which a "don't" adds to a family conflict.
- Students put the "do" rules for handling conflicts on a poster for family use. Illustrate with symbols of peace or with magazine or newspaper photos of harmony.
- Students practice random acts of kindness within the community.
- Students make a list of ways they can add to a more just and peaceful community.
- Students write letters to a legislator about a public policy now affecting the poor and vulnerable (land mines, foreign aid, funding for food stamps, etc.).
- Students discuss why the Catholic tradition holds that it is important to vote.

Theme: Rights and Responsibilities of the Human Person

Grade: 7

Outcomes Statement: The student is willing to defend the human rights of others when they are threatened.

Rationale: As followers of Jesus, we are church, the body of Christ, and thus called to reach out with Christ to those who suffer.

Student Behavioral Objectives:

- Students reflect on Jesus' openness to all people.
- Students trace the impact of people who have worked to sensitize people to prejudice.
- Students establish relationships with children of cultures other than their own.

Sample Activities:

- Students read and discuss gospel stories that show Jesus' openness to all people and his strong opposition to prejudice (Good Samaritan, Samaritan woman, calling of Matthew to be an apostle).
- Students read about Rosa Parks and discuss her role in the Civil Rights Movement.
- Students research and report on defenders of human rights who have made a difference for their people (Chief Seattle, Cesar Chavez). Discuss how they made a difference in people's lives and brainstorm how the students can create change in their own communities.
- Students establish pen pal relationships with children from countries where human rights is an issue.

Theme: Option for the Poor and Vulnerable

Grade: 7

Outcomes Statement: The student works to lessen poverty by empowering people to end their dependency on others.

Rationale: As followers of Jesus, we are called to develop and enhance the skills of the less fortunate.

Student Behavioral Objectives:

- Students reflect on Jesus' teachings of the basic principles of life.
- Students realize that all persons can make a difference, even though they are young.
- Students actively participate in helping the less fortunate.

Sample Activities:

- Students search Scripture for people with whom Jesus associated (tax collectors, children, sick, sinners).
- Students discuss the basic principles of life in God's kingdom (beatitudes, corporal and spiritual works of mercy) to see how the students are called to help the poor and weak.
- Students research organizations such as Catholic Relief Services, Bread for the World, and local agencies to learn what they can do for the suffering.
- Students volunteer at day care.
- Students participate in peer tutoring.
- Students participate in Bread for the World's offering of letters, writing about a public policy issue affecting the poor.

Theme: Dignity of Work and the Rights of Workers

Grade: 7

Outcomes Statement: Student recognizes talents and puts them to work.

Rationale: By virtue of baptism, every Christian is called to service and this call is fulfilled through a variety of lifestyles and ministries.

Student Behavioral Objectives:

- Students discuss the major groups of ministries: community building, work, worship, service, and healing.
- Students respond to the use of their talents to serve a person or group.

Sample Activities:

- Students discuss the major groups of ministries.
- Students decide which of the five major ministry groups to participate in at this time in their life.
- Students have a parish priest address them on ministry in the church and how they can participate in the work of the church.
- Students decide on a specific time and place to minister or serve a person or group who needs their talents or gifts.
- Students brainstorm and evaluate emotions evoked by various types of work.
- Students affirm others in their work accomplishments.
- Students discuss Mother Teresa's quote: "At the moment of death we will not be judged according to the number of good deeds we have done or by the diplomas we have received in our lifetime. We will be judged according to the love we have put into our work."
- Students research laws, organizations, or groups that oversee safe working conditions.
- Students research and discuss companies that are being boycotted because of labor conditions.
- Students share talents at school via tutoring and across grade activities.

Theme: Solidarity of the Human Family

Grade: 7

Outcomes Statement: The student is willing to contribute to global development according to personal talents.

Rationale: "For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ." (1 Cor 12:12-26)

Student Behavioral Objectives:

- Students recognize how they are all members of one body of people in this world.
- Students learn what it is like to walk in another's shoes.

Sample Activities:

- There are 800 million people in the world suffering from hunger. Look at the areas most affected. Is there enough food and resources to go around? Create a world map to illustrate the disparity of resources in the world.
- Hold a fast day or alternative lunch (bags for some with rice, others with a sandwich and apple) to experience a feeling of hunger. Lead students in a discussion about how they feel and the effects of the exercise.
- Meet and dialogue with homeless people in the community by volunteering at a local food pantry or soup kitchen.
- Conduct research to examine the kinds of legislation available in the community to help the poor. Prepare a presentation about these issues in class on topics such as welfare, school feeding programs, and food stamp programs.
- Students adopt a child in another country.
- Students research the United States involvement in aiding other countries in such projects as the Peace Corps, Project Hope, CARE (doctors aiding poor), Catholic Relief Services, etc.

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Theme: Care for God's Creation

Grade: 7

Outcomes Statement: The student recognizes the importance of caring for creation and participates in activities to promote stewardship of the earth.

Rationale: God has entrusted the world to us as caretakers of God's creation.

Student Behavioral Objectives:

- Students reflect on our use of resources and the importance of stewardship.
- Students exercise their responsibility as caretakers of God's creation.

Sample Activities:

- Students research articles on how our use of resources impacts the world and its future.
- Students make a map of disappearing rainforests throughout the world and display it in the school hall.
- Students discuss the importance of preserving the gift of creation for the future.
- Students organize a schoolwide collection of refundable cans for recycling and send the money to a local soup kitchen.

Theme: Life and Dignity of the Human Person

Grade: 8

Outcomes Statement: The student tries to find positive qualities in people who are different from him/her.

Rationale: As Christians, we are called by Jesus to act with tolerance and respect.

Student Behavioral Objectives:

- Students respond to Jesus' challenges to prejudices of his time.
- Students discover their levels of tolerance for those who are different.
- Students reach out to the physically challenged.

Sample Activities:

- Students research and discuss examples of Jesus treating Samaritans, Greeks, and Romans with compassion.
- Students use a tolerance inventory to help them realize the level of their tolerance.
- Students study scripture examples of Jesus' treatment of oppressed, ill, physically and mentally challenged, and elderly.
- Students discuss how Jesus would handle various situations involving physically and mentally challenged people, ethnic groups, and racism in society.
- Students volunteer to work with Special Olympics.
- Students take an adjective inventory in which each child lists one positive attribute for each student in class.
- Each child researches a different religion (include symbols, holy days, beliefs, and any history of oppression) and prepares a presentation for the class.
- Students read the *Diary of Anne Frank* and discuss the causes and effects of anti-Semitism and racism.
- Students socialize with the senior citizens who have a monthly get-together at school.

Theme: Call to Family, Community, and Participation

Grade: 8

Outcomes Statement: The student recognizes the importance of and is committed to exercising membership in the family and community.

Rationale:
- Family is the basic unit of society.
- We have the responsibility to be involved in community, our larger family.

Student Behavioral Objectives:
- Students portray an understanding of qualities needed for family happiness.
- Students understand the importance of participating in society and contributing to the common good.

Sample Activities:
- Students conduct a mock election campaign focusing on such issues as welfare reform, foreign aid, emissions controls. Students then discuss why, in the Catholic tradition, it is important to vote.
- During an election year, students use the bishops' statement "Call to Political Responsibility" to examine our role as Christians in the political process.
- Students use videotaped segments from family television shows and discuss how they portray family happiness. Also, discuss the community issues included in the show. What do these shows say about society? Is our role as Christians different than that portrayed in television? If so, how?

Theme: Rights and Responsibilities of the Human Person

Grade: 8

Outcomes Statement: The student is committed to advancing the common good in society.

Rationale: Our church, the community of Jesus, is called to be a community of compassion.

Student Behavioral Objectives:

- Students realize how the church has addressed social justice issues and how much more needs to be done.
- Students work together for the common good of those in need.

Sample Activities:

- Students brainstorm ways the church is making a difference and additional ways the church could help make the world a better place.
- Students discuss how the church has addressed the needs of people by teaching social justice and issuing pastoral letters.
- Students adopt a school in Jamaica or elsewhere and contribute supplies and books, using their own money.
- Students read and discuss gospel stories that show Jesus' openness to all people and his strong opposition to prejudice (Good Samaritan, Samaritan woman, calling of Matthew to be an apostle).
- Students read about Rosa Parks and discuss her role in the Civil Rights Movement.
- Students research and report on defenders of human rights who have made a difference for their people (Chief Seattle, Cesar Chavez). Discuss how they made a difference in people's lives and brainstorm how the students can create change in their own communities.
- Students establish pen pal relationships with children from countries where human rights is an issue.

Theme: Option for the Poor and Vulnerable

Grade: 8

Outcomes Statement: The student works to lessen poverty by empowering people to end their dependency.

Rationale: As Christians, we put the needs of the poor first.

Student Behavioral Objectives:

- Students see the beatitudes as a blueprint to life as Christians.
- Students show an understanding of what it means to be a contradiction to society's values.
- Students follow the teaching of Jesus by sharing some of their material wealth.

Sample Activities:

- After reading and analyzing the beatitudes from the Sermon on the Mount, students use pictures from periodicals to present the practice of the beatitudes in today's world in a collage form.
- Students discuss how the beatitudes are a contradiction to society's values and a blueprint of Jesus' teaching.
- Students contribute resources and purchase food which they take to the soup kitchen, prepare, and serve to the poor. Ask students: Why do we need soup kitchens? What would happen to people if we did not have them?
- Students adopt a school and provide supplies and books for students.
- Students discuss the summary of National Conference of Catholic Bishops' letter, Economic Justice for All.
- Teachers distribute something edible, such as raisins or peanuts, to represent the world's goods: 18 to Asia; 25 to Europe; 20 to North America; 1 to Africa and the Middle East; 2 to South and Central America. Discuss the disparity of resources.
- Students conduct a contest such as soccer penalty shots or basketball free throws, and ask people to sponsor it (a specified amount for each penalty shot or free throw made). They use the money to help an organization such as SOME (So Others Might Eat), Bread for the World, CHO (Committees Helping Others), Catholic Relief Services, or other local service organization. Students take the money to the organization and assist in whatever way they can.
- Students use the approximate statistics below to discuss why:
  - Nations spend $22 for military purposes to every $1 spent to aid the poor.
  - Women earn $.59 for every $1 that men earn.
  - 8.7% of White, 21% of Hispanic, 30% of Black, 34% of Native American families in the U.S. are considered to be in poverty.
- Elderly in our country are among the fastest growing group of poor.

Theme: Dignity of Work and the Rights of Workers

Grade: 8

Outcomes Statement: Students appreciate their talents and the talents of others and work toward ensuring the free use of these talents in the workplace and beyond.

Rationale: By virtue of baptism, every Christian is called to service and this call is fulfilled through a variety of lifestyles and ministries.

Student Behavioral Objectives:

- Students see connections among lifestyles, ministries, and vocations.
- Students explore service dimensions of jobs.
- Students identify how being a Christian influences our values and priorities.
- Students learn about the underlying issues of labor disputes and the legislation in place to protect workers.

Sample Activities:

- Students read selections about saints such as Francis of Assisi and Clare, discuss how they lived simply and valued people over things, and share the message they draw from the lives of Francis and Clare.
- Students discuss how being a Christian should influence values and priorities in the workplace.
- Students list jobs that value people over things.
- Students research saints and write a report or do a skit showing how service was important in their lives.
- Students reflect in writing how their volunteer experience made them feel.
- Use excerpts from the encyclical On Human Work to highlight current labor issues in the news.
- Have students create a Consumer Pledge to monitor their buying habits.
- Contact Catholic Relief Services for information on their Work of Human Hands, a co-op program for third world countries. Lesson plans are available to help classes support these co-ops or host alternative gift fairs.

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Theme: Solidarity of the Human Family

Grade: 8

Outcomes Statement: The student is committed to world peace.

Rationale: "For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ." (1 Cor 12:12-26)

Student Behavioral Objectives: Students show that they understand their obligations to work for peace.

Sample Activities:

- Students read "The Box" (a poem on war) by Kandrew Lascelles and *Sadaka and the Thousand Paper Cranes*.
- Students discuss selections and write a recipe for world peace.
- Students visit all classrooms, tell the story of Sadaka, and teach students how to make peace cranes to be displayed throughout the school.
- Students read and discuss selections from The Challenge of Peace, the U.S. bishops' pastoral letter on war and peace.
- Students send letters to congressmen/women and representatives about an international issue.
- Students participate in the crane activity.
- Students develop an education campaign in school to teach others about our brothers and sisters around the world.
- Students participate in Migration and Refugee Awareness Week.
- Students watch the news and design an awareness campaign about an international issue which calls for Catholics to get involved.

Theme: Care for God's Creation

Grade: 8

Outcomes Statement: The student is willing to contribute to global development according to her/his personal talents.

Rationale: God has entrusted the world to us as caretakers of God's creation.

Student Behavioral Objectives: Students are aware of how our consumer culture impacts on other people.

Sample Activities:

- Students discuss the fact that Americans live in a consumer culture and how this destroys the earth and helps to keep people in poverty.
- Students list facts such as: 50 acres of rainforest are destroyed every minute; Americans produce 154 million tons of garbage a year; an aluminum can won't decompose for 500 years.
- Students have a schoolwide Awareness Week during which they make posters listing the facts researched above, sell T-shirts, and send profits to save an acre of rainforest.
- Students plan a school stewardship activity such as: adopting an endangered species, buying and planting a tree on school property, writing to manufacturers and asking them to cut back on wasteful packaging, contributing to efforts to save the rainforests or coral reefs.
- Students discuss ozone layer depletion and the greenhouse effect. What solutions are there?
- Students conduct an Earth Day Prayer Service with readings from the Bible and *Brother Eagle, Sister Sky: A Message from Chief Seattle* by Susan Jeffers. They organize a school planting and cleanup day, during which older students help younger students plant.
- Students plan a schoolwide Awareness Week on environmental issues.
- Students evaluate the success of their stewardship activity.

Appendix A

Selected Resources in Catholic Social Teaching for Elementary and Secondary Education

Staff Development

Things to Read

Blessed Are You: The Beatitudes and Our Survival by Evelyn Mattern (Ave Maria Press, 800-282-1865)

Brave New World Order by Jack Nelson-Pallmeyer (Orbis Books, 800-258-5838) Upsetting, challenging.

Bringing Forth Justice: Basics for Just Christians by Archbishop Daniel E. Pilarczyk (Paulist Press, 800-836-3163)

Brothers and Sisters to Us/Nuestros Hermanos y Hermanas. The U.S. bishops promote discussion and actinon against racism. (U.S. Catholic Conference, 800-235-8722)

Call to Global Solidarity: International Challenges for U.S. Parishes. A bishops' statement and resource manual on the call to solidarity with people throughout the world. Video also available. (U.S. Catholic Conference, 800-235-8722)

Catholic Social Teaching: How I Lived It by Phil Land, S.J. (Center of Concern, 202-635-2757) An excellent review of Catholic social teaching.

Catholic Social Teaching: Our Best Kept Secret by Peter Henriot et al (Orbis Books, 800-258-5838) Compact and comprehensive, ideal for classroom use and parish study groups.

The Challenge of Peace. U.S. bishops' landmark pastoral on nuclear weapons and the arms race. (U.S. Catholic Conference, 800-235-8722)

The Christian Call to Justice and Peace by Joseph Stoutzenberger (St. Mary's Press, 800-533-8095)

Compassion: A Reflection on the Christian Life by Donald McNeill, Douglas A. Morrison and Henri J.M. Nouwen (Doubleday, 212-354-6500)

Compassion in Action: Setting Out on the Path of Service by Ram Dass (Crown, 212-572-6117)

Doing Faith Justice: An Introduction to Catholic Social Thought by Fred Kammer, S.J. (Paulist Press, 800-836-3161)

Everyday Christianity: To Hunger and Thirst for Justice. The most important way lay Catholics work for justice and peace is through their choices and actions every day. (U.S. Catholic Conference, 800-235-8722)

Faith That Does Justice: Examining the Christian Sources for Social Change edited by John C. Haughey (Paulist Press, 800-836-3161) Superb essays on scripture, theology, and justice.

Following Christ in a Consumer Society by John Kavanaugh, S.J. (Orbis Books, 800-258-5838)

Fullness of Faith: The Public Significance of Theology by Michael J. Himes and Kenneth R. Himes, O.F.M. (Paulist Press, 800-836-3161) Integration of social teachings, moral theology, and sacramental theology.
Geno: The Life and Mission of Geno Baroni by Lawrence O'Rourke (Paulist Press, 800-836-3161)

Living More with Less by Doris Janzen Longacre (Herald Press, 800-245-7894)

Living the Gospel Life: A Challenge to American Catholics. Calls on U.S. Catholics to recover their identity as followers of Jesus Christ and to be leaders in the renewal of U.S. respect for the sanctity of life. (U.S. Catholic Conference, 800-235-8722)

Moral Principles and Policy Priorities for Welfare Reform: Policy Statement on Recommendations for Welfare Reform (U.S. Catholic Conference, 800-235-8722)

Option for the Poor by Donald Dorr (Orbis Books, 800-258-5838)

One Hundred Years of Catholic Social Thought edited by John Coleman (Orbis Books, 800-258-5838)

A People's History of the United States by Howard Zinn (Harper Collins West, 800-242-7737) History from the viewpoint of oppressed workers, women, persons of color.

Principles, Prophecy, and Pastoral Response: An Overview of Modern Catholic Social Teaching by the Campaign for Human Development and the U.S. Catholic Conference (U.S. Catholic Conference, 800-235-8722)

Proclaiming Justice and Peace: Papal Documents from "Rerum Novarum" Through "Centesimus Annus" edited by Michael Walsh and Brian Davis (Twenty-Third Publications, 203-536-2611)

Putting Children and Families First (U.S. Catholic Conference, 800-235-8722)

Sharing the Light of Faith: An Official Commentary (U.S. Catholic Conference, Department of Education, 800-235-8722) Chapter VII explores Catholic social teaching and guidelines on catechesis for social ministry.

Sharing the Tradition, Shaping the Future (Campaign for Human Development, 202-541-3212) Six themes of Catholic social teaching put into a small-group workbook.

This Land Is Home to Me, pastoral letter by the bishops of Appalachia. (U.S. Catholic Conference, 800-235-8722)

Things to Do

As We Teach and Learn: Recognizing Our Catholic Identity (National Catholic Educational Association, 202-337-6232) Six modules designed for faculty-meeting format that will help development in six different areas.

Building Peace and Justice by Roberta Ann Leskey, C.S.B., and Lucianne Siers, O.P. (Center for Learning Network, 800-767-9090) Adult workshop format to develop social mission.

Collaborative Ministry: Skills and Guidelines by Loughlan Sofield, S.T., and Carroll Juliano, S.H.C.J. (Ave Maria Press, 800-282-1865) Scriptural and theological base for social justice.
Middle Income Process (Campaign for Human Development, 202-541-3212) A retreat process focusing on the preferential option for the poor and the call to solidarity.

National Issue Forums in the Catholic Community (National Issue Forums, 800-433-7843) Enables adult groups to explore and debate social issues from a Catholic perspective.

Materials for the Classroom

Things to Read

Catholic Social Teaching: Our Best Kept Secret by Peter Henriot et al (Orbis Books, 800-258-5838)

The Crucible, Arthur Miller's dramatic play (Viking Penguin, 212-366-2000)

Dead Man Walking by Sister Helen Prejean, C.S.J. (Random House, 800-726-0600)

Dimensions of Justice and Peace in Religious Education by Loretta Carey (National Catholic Educational Association, 202-337-6232)

Dorothy Day: A Bibliography by William Miller (Harper & Row, 800-242-7737) On the life of the cofounder of the Catholic Worker Movement.

Dimensions of Justice and Peace in Religious Education (National Catholic Educational Association, 202-337-6232)

Educating for Peace and Justice: Religious Dimensions, Grades 7–12 and Grades K–6 by James McGinnis (Institute for Peace and Justice, St. Louis, 314-533-4445)

The Giving Tree by Shel Silverstein (Harper Collins Children's Books, 212-217-7000)

"Letter from Birmingham City Jail" by Martin Luther King, Jr., April 16, 1963 (local library)

National Catholic Educational Association Publications Catalog. A wealth of resources for school and classroom. (202-337-6232)

National Issue Forums in the Catholic Community (National Issue Forums) Enables adult groups to explore complex social issues from a Catholic perspective and to participate in public policy debates.

News Notes (Maryknoll Justice and Peace Office, Washington, D.C., 202-832-1780) Features background information and action suggestions on myriad international issues in each bimonthly issue.

Rachel and Her Children: Homeless Families in America by Jonathan Kozol (Crown, 215-572-6117) Personal stories of homeless families.
To Kill a Mockingbird by Harper Lee (Warner, 212-522-7200)

Things to Do

Catholic Campaign for Human Development Catalog (202-541-3212) with small-group booklets, videos, bumper stickers, Advent and Pentecost family-oriented reflections, year-round planning guide for justice education.

Christian Justice: Sharing God's Goodness by Kevin LaNave (St. Mary's Press, 800-533-8095) Teaching manual.

Communities of Salt & Light: Reflections on the Social Mission of the Parish and Parish Resource Manual (U.S. Catholic Conference, Department of Social Development and World Peace, 800-235-8722) A framework for assessment with a companion video.

Confronting a Culture of Violence: A Catholic Framework for Action (U.S. Catholic Conference, 800-235-8722) Recognizes programs in dioceses, parishes and schools across the country.

Do It Justice! by T. Bright and J. Roberto (Center for Youth Ministry Development, 800-342-5850) Series published for adults who want to share the Gospel with the young.

Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy by the U.S. bishops (U.S. Catholic Conference, 800-235-8722) Resources such as posters and suggestions for using the pastoral letters in the classroom.

Food Fast (Catholic Relief Services, 800-222-0025) Experimental educational tool on a key issue of justice: hunger and poverty. Free materials include a detailed Coordinator's Manual which provides an outline for a 24-hour fast and activities that can be used in a classroom setting.

A Guide for Activists: Handbook on African Hunger by John Prendergast (Center of Concern, 202-635-2757)

Hunger 1996: Annual Report on the State of World Hunger (Bread for the World, 301-608-2400) An invaluable educational resource that has great graphs and statistics on the state of world hunger.

Math for a Change/Math for a World that Rocks. Two booklets that use situations of injustice to apply or illustrate mathematics for grades 8-12. (Mathematics Teachers' Association of Chicago and Vicinity, 847-827-1361)

Offering of Letters Kit and other resources (Bread for the World, 301-608-2400)

Operation Rice Bowl (Catholic Relief Services, 800-222-0025) Lenten program of fasting, education, almsgiving, and prayer. The free materials include a video and Religious Educator's Guide.

Poverty: Do It Justice! edited by Thomas Bright (Center for Youth Ministry Development, 800-342-5850, and Don Bosco Multimedia, 914-636-4425)

Putting Children and Families First (U.S. Catholic Conference, 800-235-8722) Statement from U.S. bishops, 1992, examines the needs of all children in an increasingly difficult world.

Renewing the Earth (National Catholic Rural Life Conference, 515-270-2634) Study guides for children, teens, and adults on the bishops' environmental statement.

Who Are My Sisters and Brothers? A Catholic Educational Guide for Understanding and Welcoming Immigrants and Refugees (U.S. Catholic Conference, Office for the Pastoral Care of Migrants and Refugees, 800-235-8722)

Videos

The Barrio Series (Columban Fathers, 202-529-5115)

Bring Down the Walls (U.S. Catholic Conference, 800-235-8722) A summary of key themes of Catholic social teaching.

Marketplace Prophets (U.S. Catholic Conference, 800-235-8722) A video on economic justice.

Sisters and Brothers Among Us (Campaign for Human Development, 202-541-3212) A 16-minute video that tells the story of poverty through the faces and voices of the poor.

Movies: *City of Joy, Fried Green Tomatoes, Romero, Mississippi, Letters Home from Vietnam, Power of One, Twelve Angry Men, Quiz Show*

Appendix B

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Appendix C

Sharing Catholic Social Teaching: Challenges and Directions

Reflections of the U.S. Catholic Bishops.
Also Includes the Summary Report of the Task Force on Social Teaching and Catholic Education

The U.S. bishops stress the importance of incorporating Catholic social teaching into Catholic educational programs. Exploring how the Catholic community can better share the Church's social justice tradition, the document highlights the major themes of Catholic education and formation. Developed jointly by the Committee on Domestic Policy, the Committee on Education, and the Committee on International Policy. No. 5-281, 36pp, list price $2.95.

Excerpts from Sharing Catholic Social Teaching
Contains the seven themes of Catholic social teaching highlighted in *Sharing Catholic Social Teaching*.
5½ x 8½ Card - available in English No. 5-315 or Spanish No. 5-815, $.20
17 x 22 Poster - available in English No. 5-318 or Spanish No. 5-818, $1.50

Date _____

Customer Number _____
Orders sent without a Customer Number must include full payment. Payment must accompany orders totaling less than $50 whether Customer Number is included or not.

Name _____

Organization _____

Office _____

Street Address _____
No P.O. Box numbers please.

City _____ State ____ Zip _____

Daytime Phone _____

○ Check/money order enclosed in the amount of $_____. Please make Check/money order payable (in U.S. dollars) to *USCC Publishing Services*.

○ Charge my (circle one) MasterCard VISA
Acct. Number _____
Exp. Date _____
Signature _____

○ Bill me.
Orders must include a Customer Number and total more than $50.

Quantity _____
*Unit Price x _____
Subtotal = _____
**Tax + _____
Net Total = _____
***Shipping/Handling + _____
ORDER TOTAL = _____

*Unit Price
The more you purchase, the more you save.

Single	$2.50
2-10	$2.25 ea.
11-20	$2.00 ea.
21 or more	$1.75 ea.

**Tax
Washington, DC residents please add 5.75% sales tax.

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Add 10% of Net Total ($3 min) on orders sent to addresses in the United States, Canada and Mexico. Add 15% of Net Total ($5 min) on orders sent to all other addresses.

Mail your order to: Publishing Services,
United States Catholic Conference
3211 Fourth Street, NE,
Washington, DC 20017-1194

Fax Order to: 202-722-8709

Phone Order call: 800-235-8722

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Appendix D

Order Form for *Momentum*

Name _____

Organization _____

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City _____ State _____ Zip _____

Daytime Telephone Number _____ Date _____

Please send me _____ single copies of the August/September 1997 issue on "Human Dignity, True Community: Catholic Social Teaching" @ $5 each.

$_____ Amount

_____ Shipping & Handling Charge (add $3 for each group of 1-4 copies)

_____ Add $20 if you would like to subscribe to *Momentum*, published four times a year.

_____ Total enclosed

_____ Total to be billed*

*Orders in excess of $25 may be billed.

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Publication Sales
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Washington, DC 20007-3852
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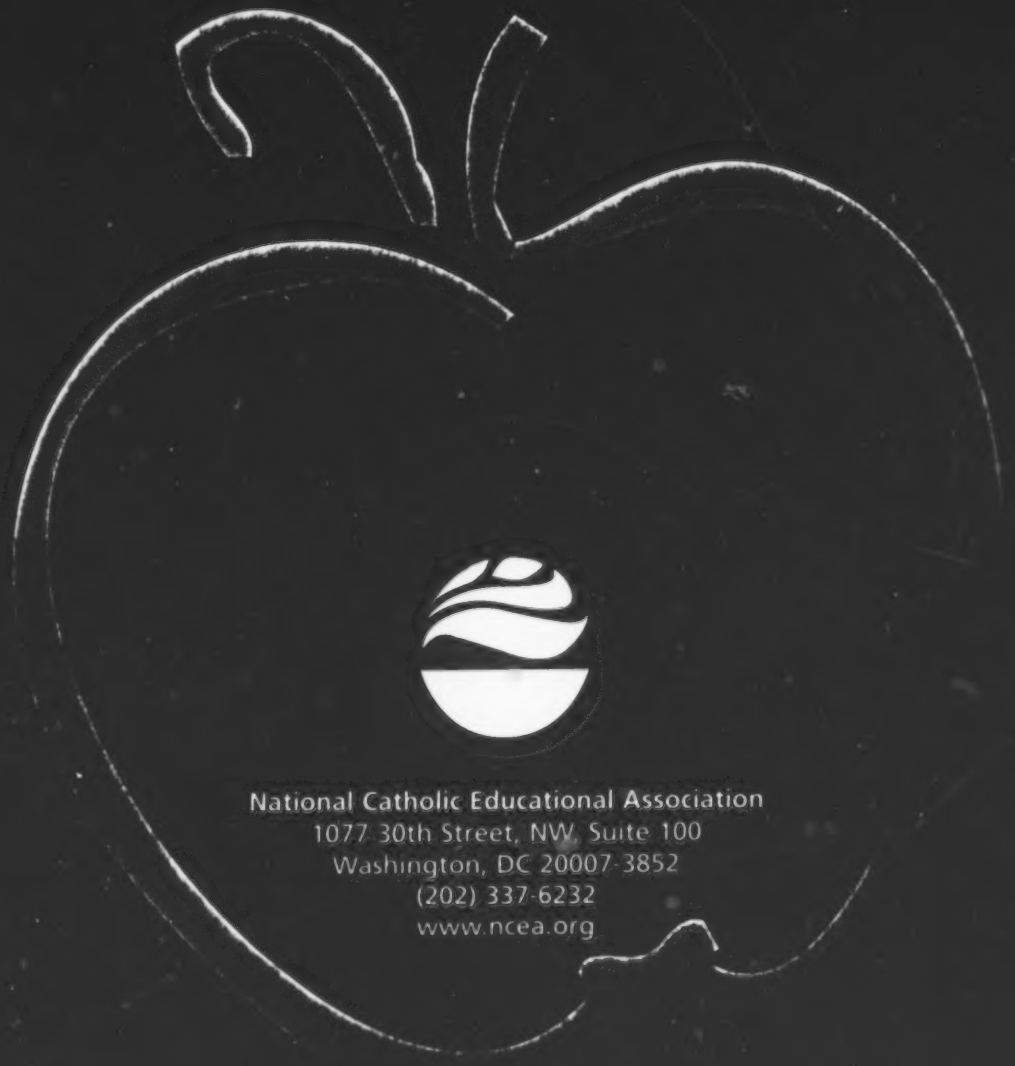

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